

## **Administration Guidelines for Writing Instruction**

### **Rationale**

The Writing Portfolio is a testing component of the Commonwealth Accountability Testing System. All writing instructional practices that lead to the production of writing portfolio entries must adhere to the following regulations: ***Program of Studies for Kentucky Schools* (704 KAR 3:303)**, ***Writing Portfolio Procedures (Saving Time with Writing Portfolios)* (703 KAR 5:010)**, and the **Administration Code for Kentucky's Educational Assessment Program (703 KAR 5:080)**. Consequently, any staff involved in the development of portfolios must comply with these regulations.

The following educational standards were used to determine appropriate practices and to identify practices that are in violation of this Code: Professional Ethics, Educational Defensibility, and Student Ownership.

### **1. Professional Ethics**

<b>Administration Code</b>	<b>Examples of practices in <u>compliance</u></b>	<b>Examples of <u>cautionary</u> practices</b>	<b>Examples of practices that are in <u>violation</u> of regulations</b>
<b>Teachers provide, in the course of instruction, opportunities for writing appropriate for inclusion in the portfolio.</b>	A school-wide writing program exists in which portfolio appropriate writing is developed according to the requirement of the <i>Program of Studies</i> in content areas as well as English/ Language Arts.	Documentation (e.g., working folder) does not provide evidence that writing is being completed across all content areas.	Instruction for writing is only being provided during the assessment year. <b>(703 KAR 5:010; 704 KAR 3:303; 703 KAR 5:080)</b>

- 703 KAR 5:080--Allegations shall be referred to the Kentucky Department of Education (502) 564-4474.
- Italics indicate language pending regulatory revision.

# DRAFT

(November 10, 2005)

Administration Code	Examples of practices in <u>compliance</u>	Examples of <u>cautionary</u> practices	Examples of practices that are in <u>violation</u> of regulations
	All teachers provide writing tasks linked to content that is embedded in units of study.	A school provides limited writing professional development and resources to all teachers to help them link content to writing opportunities.	The teacher engages students in writing opportunities that do not develop content knowledge. <b>(703 KAR 5:010)</b>
	All new teachers are provided with additional training: writing instruction, conferencing techniques, standards for writing in each grade, and scoring training.	The district provides training for all teachers in the areas of writing instruction and scoring but no additional training is provided to new teachers.	New teachers receive no training in writing instruction. <b>(703 KAR 5:010)</b>
<b>Teachers allow ample time for preparation of portfolio entries in the classroom and may allow some student work outside of class.</b>	Teachers provide conferencing opportunities based on students' individual needs.	Teachers offer limited conferencing time that focuses only on one aspect of revision and does not consider the needs of the individual student.	Teachers alter the course of a student's daily schedule in order to require additional writing instruction. <b>(703 KAR 5:080)</b>
	Teachers schedule blocks of time in the classroom to provide for development of writing pieces at each step of the writing process.	Teachers provide time for prewriting activities but fail to include other classroom time to continue the piece through the writing process.	Students turn in writing pieces for their portfolio that are entirely completed at home and show no evidence of the writing process. <b>(703 KAR 5:080; 704 KAR 3:303)</b>

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Teachers allow ample time for preparation of portfolio entries in the classroom and may allow some student work outside of class.	A school's Extended School Services Program (ESS) is designed to meet the individual instructional needs of all students.	Students in assessment years are only referred for ESS services for content being assessed.	<i>ESS funds designated only for assessment year students and development of portfolio entries.</i>
<b>2. Educational Defensibility</b>			
<i>Teachers link instructional practices to real-world situations in order to ensure students develop as independent/proficient writers and thinkers.</i>	Teachers offer writing opportunities based on student inquiry and student choice.	A teacher presents writing assignments that offer limited student choice and may diminish student ownership.	<i>Throughout the year, a teacher requires all students to complete the portfolio by writing in response to prompts, offering no student choice.</i>
<i>In order to best meet the overall writing needs of the students in a building, the lead teacher should be experienced within the school and have a background in writing and leadership skills.</i>	Districts/schools assign writing leadership (i.e., cluster leader) role to knowledgeable teachers who can lead writing discussions and assist in writing instruction that focuses on the writing standards and incorporates research-based writing practices.	An experienced writing teacher with limited leadership and presentation skills is assigned the role of cluster leader.	<i>An intern or a teacher new to the school is assigned to the writing cluster leader position.</i>

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<b>3. Student Ownership</b>			
<b>Teachers ask questions to clarify the student's purpose, approach, meaning, content, ideas, organization, strategy, sentences, words and mechanics.</b>	Teachers include individual/whole group conferencing sessions during class time that include common patterns of problems the writer/class might be having (e.g., literary techniques, confusion about conventions, and organization problems).	A teacher conducts individual conferencing sessions focused on improving a single piece of writing rather than the writer's pattern of errors.	A teacher conducts conferencing sessions beyond the student's ability and therefore reduces student ownership of the writing. <b>(703 KAR 5:080; 703 KAR 5: 010)</b>
<b>Teachers may indicate the position of errors (e.g., circle errors, highlight mistakes, put checks in margins of lines where errors occur) and ask students questions about errors.</b>	Conferencing partners communicate with the teacher about revision and editing strategies used in the writing classroom before conferencing with students. The teacher documents training and conferencing sessions.	A trained conferencing partner is using conferencing strategies that are ethical but not appropriate for the student.	A conferencing partner who has had no training suggests or makes direct corrections to student's paper. <b>(703 KAR 5:080 703 KAR 5:010)</b>

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Teachers share and discuss with students the portfolio scoring criteria and samples of student work that exemplify those criteria.	Teachers evaluate students' writing work according to the writing criteria and consistently provide feedback that correlates to their classroom performance.	Feedback on student writing is not considered when teachers develop progress reports.	<i>Students receive novice portfolio scores but have not been given feedback on their writing performance throughout the year.</i>
Teachers discuss best pieces and possible choices for inclusion in the portfolio with students.	Teachers regularly plan time throughout the process for students to review and reflect on the writing pieces in the working folder, evaluate their individual writing goals and plan future direction.	Teachers provide limited reflective time at the end of the writing process for the student to effectively select pieces to be included in the final portfolio.	The teacher selects which writing pieces are to be included in the final portfolio. <b>(703 KAR 5:080)</b>
Teachers assist students in identifying a variety of tasks that address the required categories and types of portfolio entries.	Districts/schools develop a procedure to collect and analyze writing pieces at non-accountability levels that are appropriate types of writing for portfolio categories.	Students' working folders contain only those pieces of writing required by the <i>Program of Studies</i> .	A limited variety of writing entries from each category in a student's working folder indicates a failure to meet the requirements of the <i>Program of Studies</i> . <b>(703 KAR 3:303)</b>

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<b>Students shall write, type or word process portfolio pieces by themselves, unless otherwise allowed as accommodations by 703 KAR 5:070.</b>	Students' keyboarding skills and availability of technology are taken into consideration when deciding the feasibility of students' word processing throughout the different stages of writing.	Schools provide technology to classrooms for portfolio development, but the students are not trained in the most efficient use of the technology.	Assessment year teachers monopolize computer rooms during February and March in order to word process final drafts for the assessment collection. <b>(703 KAR 5:010)</b>
<b>Teachers may assign peer tutors and others to assist students with portfolio development. All persons who provide assistance to students in writing development shall receive written information and training regarding how assistance may be appropriately provided.</b>	All people who help with the development of writing (e.g., teachers, administrators, peers, parents, and community members) are trained in writing instruction and conferencing techniques. Documentation of these trainings is kept on file at the school.	A school has limited documentation verifying that peer tutors or others have been trained in conferencing assistance.	Students are conferencing with community members who have not been trained in conferencing techniques. <b>(703 KAR 5:080)</b>

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